topics, and references to suit the equipment of any library; at the end of the book, a list of books for a school library, a bibliography, some documents and valuable statistics, and a capital index. CARL RUSSELL FISH.

UNIVERSITY OF WISCONSIN.

The Geography of Commerce and Industry. By W. F. ROCHELEAU. Boston: Educational Publishing Co., 1905. Pp. vi+408; maps and illustrations.

This volume is planned for use in the eighth grade, a field in which there are not many competitors. The aim is a laudable one, and the author is to be congratulated on his point of view. The volume is divided into three parts: I, "Conditions Relating to Industries;" II, "The United States," in which type products and industries are treated in separate chapters (244 pages); and III, "Commerce of Foreign Nations," with regions as chapters (143 pages).

This topical plan of presentation, and a judicious leaving out of topics, is a move in the right direction. There is material enough given on a topic to arouse thought; at least this is true for the topics in the second part. For example, wheat gets 14 pages; corn gets 9; livestock, 10; cotton, 8; forests, 12; iron, 8; mineral fuels, 12; and so on. And the manner of presentation is well adapted to the pupils for whom it is intended.

Errors there are, of course; what first edition was ever free from them? For example (p. 15), "corn thrives with less moisture than wheat or oats." "We seldom find corn planted beside a stream, or wheat on a dry knoll." And this fling at our New England forefathers (pp. 18, 19): "As a result *no one becomes skilful* in any occupation. This was the case with the early settlers of New England." And the statement (p. 37) which seems to say that the oil-field of western Pennsylvania extends across Ohio into Indiana. On p. 49 we find the form "Hudson's Bay." On p. 63 we find this statement, which will not bear scrutiny: "Since the plant [corn] absorbs a large quantity of moisture from the atmosphere, it often thrives in localities where the rainfall is not sufficient for the best results in raising wheat, oats, and other small grain." And again corn and wheat seem to get mixed up in the paragraph beginning at the bottom of p. 63.

When these slips, and many more like them, have been removed, as they may be, by a more careful editing, the volume remains a very valuable contribution to the study of the commercial phase of geography in the eighth grade. It is a pity that the volume could not be given a better quality of paper and press-work. The diagrams could be more neatly constructed, and supplied with a scale so comparisons could be read quantitatively. A series of "chalk-modeled" maps of the continents is appended to the volume, but the value of chalk-modeling on the scale of the continent is open to question. An outline map with a few contours, tinted to show lowlands and highlands, has a much higher teaching value. J. PAUL GOODE.

UNIVERSITY OF CHICAGO.

The Educative Process. By WILLIAM CHANDLER BAGLEY. New York: The Macmillan Co. Pp. xix+358. $1.25.

Dr. Bagley aims in this book to cover "the field commonly included under the terms 'General Method,' 'Method of Recitation,' 'Theory of Practice,' etc." The book is not a review of what others have said upon these subjects, but is rather an attempt to set forth in outline a new statement of the general theory of education from

the standpoint of modern biology, psychology, and sociology. These sciences have slowly, but surely, compelled a new formulation of educational theory, and what has been especially needed for some time is just such a work as Dr. Bagley has written. We have an abundance of special discussions of particular phases of education, and it is, of course, through these studies that progress must be made. But if we are to keep the proper prospective of the field, we must have now and then a new unification of accumulated material. Such a need is felt especially by young teachers who are just beginning their professional studies, and it is to them that the author has addressed himself. Education is defined by Dr. Bagley "as the process by means of which the individual acquires experiences that will function in rendering more efficient future action." The function of the school is to control in a measure the experiences of the child during the plastic period of infancy. The principle underlying the selection of experiences by the school will be determined by the general aim of education, and this, according to the author, is social efficiency. Unless the school fits its pupils for their immediate future, it cannot justify its existence. This brief statement of the author's point of view, with the title of the parts into which he has divided his discussion, will give perhaps a more definite idea of the character of the work. In Parts II, III, and IV there is a psychological discussion of the following subjects: the acquisition of experience, the functioning of experience, the organization and recalling of experience. In Part V there is a very suggestive discussion of values, and in Part VI a somewhat detailed treatment of the technique of teaching. It will be understood, of course, that in a work covering such a broad field as this there is no time for an exhaustive discussion of controverted questions. The author has not been tempted away from his main purpose to the exploitation of any pet theory, but is at all times conservative. Where his reasoning is founded upon a scientific basis, he has kept well within the facts that are generally accepted by reputable scientists. It will be generally agreed that Dr. Bagley has given us here a sound and scholarly statement of educational theory.

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University of Illinois.

First Year in Algebra. By FREDERICK H. SOMERVILLE. New York: American Book Co., 1905. Pp. 208.

The aim of this book is to provide an introductory course as a foundation to elementary algebra, and it covers the ground usually covered in such a book. It is intended either for the grammar or for the high school, but seems intended mainly for the former. The chapter on "Substitution" is of especial merit in its application to formulæ used in the higher grades of work. The author defers consideration of the equation until chap. 6. This seems unfortunate, for it overlooks the motive which should, in the nature of the case, be brought to the attention of the pupil. That is to say, the pupil faces the study of algebra in a sane, practical way when he comes to realize that it is a more powerful instrument than arithmetic for the solution of problems, and when he feels the need of such an instrument.

The early introduction of the equation would also impress on the pupil at the beginning that the symbol is a general number, and not, as the author supposes, and apparently tries to impress upon the pupil, an abbreviation for something concrete. In case the pupil has laid the right foundation in arithmetic, he will readily grasp the thought that $7A + 5A + 3A = 15A$, just as he has known that 7 3's + 5 3's + 3 3's = 15 3's.